



*Principles of
Adult Learning*

Table of Contents

How are the Standards Organized	4
Requirements of a Registry-Approved Trainer and Training	4
Trainer Levels	5
Trainer/Training Competencies: <i>Professionalism</i>	6
Trainer/Training Competencies: <i>Learning Environment</i>	7
Trainer/Training Competencies: <i>Presentation</i>	8
Trainer/Training Competencies: <i>Instruction</i>	9-10
Trainer/Training Competencies: <i>Assessment</i>	11

Welcome to the Trainer-Training Qualifications and Standards for Early Child Care and Education

Quality education and training are the foundation upon which best practices in early childhood education rest. Research shows that the years between birth and age five are a critical learning period for children, and the quality of an early childhood program depends in large part on the education and training of its teachers.

The Trainer-Training Standards, an outgrowth of the Core Competencies for the Early Care and Education Workforce, ensure that professional development workshops address these competencies through quality instruction that

focuses on the needs of the early child care and education workforce and the goals of their programs.

The Standards, as presented in this document, continue the effort to build a comprehensive and effective system of education and training for the early childhood workforce. The trainer-training approval system will serve to ensure that early childhood practitioners are provided with high quality training experiences as they pursue their professional development goals.

Why are Trainer-Training Standards Critical to the Early Childhood Field?

- The Trainer-Training Standards set the bar for quality for instructors and the workshops they provide.
- The Trainer-Training Standards advance the reliability and validity of outcomes driven training and advance the construction of quality environments that promote positive outcomes for children.
- The Trainer-Training Standards ensure that trainees move along a pathway to proficiency, at successive levels.
- The Trainer-Training Standards provide for a meaningful adult training experience.

How are the Trainer-Training Standards to Be Used?

- The Trainer-Training Standards are to be used by trainers to develop workshops that are well researched, well organized, and professionally implemented. They ensure positive workplace outcomes.
- The Trainer-Training Standards are to be used by training agencies to outline expectations.
- The Trainer-Training Standards are to be used by quality assurance departments to assess trainer competency and training design.
- The Trainer-Training Standards are to be used by Registries for basis of approval.

How Are the Trainer-Training Standards Organized?

The standards correspond across core areas so that trainers are able to successfully deliver the identified objectives of the trainings that will ultimately translate to outcomes in the workplace.

- **Professionalism:** Training and trainers reflect the professional values and ethics fundamental to those working in the early child care and education field. Professionalism reflects such universal values as respect, honesty, and integrity, and responds to the diversity of the group.
- **Learning Environment:** Trainings and trainers support environments that are conducive to teaching and encouraging of learning. Successful learning environments minimize conflict while encouraging constructive dialogue. They create a setting that calls for fairness and sensitivity, and that is physically and mentally comfortable.
- **Presentation:** Training and trainers effectively deliver content that meets the needs, wants, and levels of participants, and that can be effectively transferred from the classroom to the workplace. This means the incorporation of varied teaching strategies and tools that enhance adult learning.
- **Instruction:** Training and trainers deliver relevant content for practical application. This includes an organized outcomes driven training plan that sets realistic goals and objectives that relate to the Core Competencies for Practitioners, and the ability to check for understanding of knowledge and transferable skills.
- **Assessment:** Training and trainers ensure success of training through varied levels of assessment and feedback including needs assessments, on-going checks for understanding, participant comments, post evaluations, and implementation plans, and the use of this data to revise delivery and content.

What are the Requirements of a Registry-Approved Trainer and Training?

The Trainer-Training Standards were compiled from research available through state professional development systems and national training organizations, and built on the Four Guiding Principles to Training Approval.

- I. Training approval is a supportive process that assures quality standards for training and provides assistance in meeting these standards.
 - II. The key to quality lies in effective, on-going professional development.
 - II. The use of sound practices of adult learning encourages participants to seek and use knowledge.
 - III. Training must maintain a strong commitment to recognize diversity among trainers, practitioners, children, families, and settings.
- Workshops that support these principles have been developed to ensure the intent and quality is maintained. In order to be designated Registry-approved trainer, certain workshops must be completed, depending on trainer level.
 - E-core Training familiarizes participants with the Florida Core Competencies for Early Care and Education Practitioners
 - Professional Development System Overview and Registry Orientation
 - Principles of Adult Learning
 - Outcomes Driven Training
 - Train-the-trainer in individual Core Knowledge Areas
 - Advanced Communities of Practice Training

Trainer Levels

Trainer Level	Associate Trainer	Trainer I	Content Expert	Trainer II	Trainer III
Application Process	Registry Trainer Application	Registry Trainer Application		Registry Trainer Application	Registry Trainer Application
Education	Florida Staff Credential	<ul style="list-style-type: none"> Associate Degree Minimum 15 hours in Early Childhood Education/Child Development 	Relevant professional license/Bachelor's degree related to specialty area or specialized credential	Bachelor's degree in Early Childhood Education/Child Development/related field	Graduate degree in Early Childhood Education/Child Development/related field
Training for Trainers: Mandated courses for Registry-approved trainers	Registry Approval Series to include: <ul style="list-style-type: none"> Core Competency Training Professional Development System Overview and Registry Orientation Principles of Adult Learning 	Registry Approval Series to include: <ul style="list-style-type: none"> Core Competency Training Professional Development System Overview and Registry Orientation Principles of Adult Learning 		Registry Approval Series to include: <ul style="list-style-type: none"> Core Competency Training Professional Development System Overview and Registry Orientation Outcomes Driven Training Core Knowledge Train-the-Trainer 	Registry Approval Series to include: <ul style="list-style-type: none"> Core Competency Training Professional Development System Overview and Registry Orientation Outcomes Driven Training Core Knowledge Train-the-Trainer Advanced Communities of Practice Training
Experience	3 years of Early Care and Education experience	3 years of Early Care and Education experience	3 years of experience with the training specialization	3 years of Early Care and Education experience	3 years of Early Care and Education experience
Permitted Training Levels	Tier 1	Tier 1	Varies, based on education	Tier 1/Tier 2/Tier 3	All Tiers
Approved to Deliver	REGISTRY-ACCEPTED TRAINING				
Trainer Renewal Requirements	<ul style="list-style-type: none"> 45 clock hours of Registry-approved continuing education in adult learning and/or early care and education Evidence of instructing at least 1 Registry-accepted training/class per year for the past 3 years Renew every 3 years	<ul style="list-style-type: none"> 45 clock hours of Registry-approved continuing education in adult learning and/or early care and education Evidence of instructing at least 1 Registry-accepted training/class per year for the past 3 years Renew every 3 years	<ul style="list-style-type: none"> 15 clock hours of continuing education in specialty area Evidence of having taught at least 1 training/class with specialized area per year for the past 3 years Renew every 3 years	<ul style="list-style-type: none"> 7.5 CEUs of Registry-approved continuing education in adult learning and/or early care and education Evidence of instructing at least 1 Registry-accepted training/class per year for the past 5 years Renew every 5 years	<ul style="list-style-type: none"> 7.5 CEUs of Registry-approved continuing education in adult learning and/or early care and education Evidence of instructing at least 1 Registry-accepted training/class per year for the past 5 years Renew every 5 years

Trainer/Training Competencies

Professionalism

Trainings and trainers reflect the professional values and ethics fundamental to those working in the early child care and education field.

TRAINER

- Creates/maintains a professional and ethical atmosphere
- Shows respect and consideration for individual and audience needs
- Demonstrates diversity awareness
- Promotes continuous, collaborative learning
- Encourages participation in professional organizations
- Promotes advocacy for all children, families, and the profession
- Serves as a professional consultant and shows appreciation for contributions to learning

TRAINING STANDARD

- Applies a professional code of ethics where applicable
- Offers content that reflects professional values including honesty, respect, integrity
- Relates the importance of continual learning to inform practice
- Incorporates inclusiveness
- Aids in establishing professional growth plans
- Offers awareness that state and local licensing regulations affect program management

“I believe in professionalism, but playing is not like a job. You have to be grateful to have the opportunity to play.” —Wynton Marsalis

Trainer/Training Competencies *Learning Environment*

Trainings and trainers support environments that are conducive to teaching and encouraging learning.

TRAINER

- Creates a comfortable cross-cultural climate that encourages all to achieve and to understand the importance of the investment in training for personal growth
- Facilitates the setting of group agreement and recognizes the trainer's role in supporting the rules
- Engages audience in constructive dialogue that supports new information and points of view
- Manages unforeseen situations including conflict, the impact of sensitive materials, disturbances, embarrassments, unanswerable questions
- Shows awareness of appropriate room arrangement
- Demonstrates awareness of various virtual learning environments
- Keeps training focused and on schedule

TRAINING STANDARD

- Develops materials that help to create an environment that is physically, socially, and psychologically conducive to learning
- Encourages interactions to transfer outside of the classroom environment to the virtual learning environment through group e-mail, chat rooms, list serves, etc.



Trainer/Training Competencies Presentation

Trainings and trainers effectively deliver content that meets the needs, wants, and levels of participants, and that can be effectively transferred from the classroom to the workplace.

TRAINER

- Delivers training using criteria for effective speaking including appropriate vocal and communication skills, use of standard language in English and other languages as appropriate, effective word choice, appropriate body language, rapport-building activities, and self-management strategies to ease tension and manage time wisely
- Delivers clear instructions
- Uses cooperative learning activities to facilitate constructive group processing. Stimulates thinking through verbal enhancers such as analogies, comparisons, and rhetorical questions
- Demonstrates proficiency in technology/multi-media appropriate to the training environment and uses it effectively to relate instruction to the competency being addressed, to assess learning and application, and to support retention and transfer
- Displays flexibility including receptiveness, ability to think on the spot, varied role playing (i.e., lecturer, facilitator, group processor)
- Demonstrates ability to train on subject matter and to adjust delivery of training and training materials to classroom situation including types of learners, special needs, and pace according to depth of subject and participant level
- Maintains positive trainer-participant and participant-participant interactions through encouraging individual and group participation using reflective listening and feedback and encouraging mutual respect
- Utilizes techniques that promote the transfer of learning in the classroom to application on the job
- Discusses the difference between training problems (knowledge and skills deficiency) and non-training problems (systems barriers)
- Organizes materials for positive learning experience

TRAINING STANDARD

- Organizes training plan so that information is accurate, sequential, and systematic and is able to fall within an adequate delivery time frame
- Designs materials and aids specific to the enhancement of topic and the understanding of participants
- Includes varied informational strategies, methodologies and suggested presentation techniques and training aids
- Supports transfer of training to workplace outcomes based on developmentally appropriate practice and theories understood by participants (theory to practice)
- Uses technology/multi-media to relate instruction material to the competency being addressed
- Uses technology to enhance learning
- Uses logical and easy to follow format

Trainer/Training Competencies

Instruction

Training and trainers deliver relevant content for practical application.

TRAINER

- Exhibits knowledge and advanced skills in content area and the competencies related to that area
- Relates objectives to future learning
- Shares objectives and goals at beginning of training. Revisits throughout, identifies realistic expectations, and gains consensus for desired outcomes
- Encourages transfer of learning to workplace outcomes
- Seeks on-going feedback, addresses misunderstandings, and facilitates storage and recall
- Follows format of curriculum including using relevant reading and handouts to reinforce competencies addressed
- Engages audience participation through active learning techniques and as a method in relating informational material to the competency being addressed
- Demonstrates cultural competency
- Provides closure from one content area to the next
- Adapts training content to participants needs
- Links content to prior learning
- Encourages critical thinking
- Provides evidence-based resources that encourage further inquiry into topics of interest
- Addresses all learning styles

TRAINING STANDARD

- Training includes all the structural elements of a training curriculum that meets the set objectives and outcomes, and provides for the acquisition of new knowledge and skills and the updating of already-acquired knowledge and skills
- Training is designed with adult learning principles in mind
- Training considers Preview, Activate prior knowledge, Content, Exercise, and Summary (PACES) elements
- Training content:
 - Reflects needs assessment data
 - Is research-based, relevant and current with clearly stated goals and objectives
 - Is outcome driven, allowing for competencies to transfer to meaningful change in the workplace
 - Reflects understanding of knowledge and skills
 - Incorporates and connects to measurable and practical behavioral objectives based on Core Competencies

continued on page 10

Trainer/Training Competencies *Instruction (cont'd)*

Training and trainers deliver relevant content for practical application.

TRAINING STANDARD

- Reflects best practices
- Is experiential
- Connects current theory to practice
- Incorporates diversity
- Is delivered through a hands-on approach
- Shows flexibility and creativity in methods and procedures
- Includes material that is logical and sequential, and appropriately leveled
- Incorporates teaching and transfer strategies to meet learning styles
- Encourages different view points
- Suggests post-training, on-the-job learning activities that promote continued skill development in the workplace, such as the development of an action plan, coaching, mentoring, study groups, and/or other application activities



Trainer/Training Competencies Assessment

Training and trainers ensure success of training through varied levels of assessment and feedback

TRAINER

- Assesses needs of participants prior to training
- Summarizes and discusses understanding of objectives; checks for needs met
- Checks for understanding throughout delivery
- Solicits feedback from participants
- Understands methods of assessing training outcomes
- Understands the implication of assessing on future training and follow-up
- Uses evaluation results to improve training delivery

TRAINING STANDARD

- Includes indicators of mastery
- Uses proven methods to address learning needs
- Uses proven methods to assess the meeting of outcomes and transfer of learning to the classroom
- Incorporates an assessment plan to include questions, measurement instruments, data collection, analysis, and results
- Uses needs assessment information in training design
- Provides recommendations for follow-up and further training
- Ensures assessments are in relation to the importance of material trained
- Uses participant feedback and evaluation data to revise curriculum

“Action is the foundational key to all success.” —Pablo Picasso



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